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ABSTRACT

This report summarizes the result of a national survey of state liaison representatives for vocational education. Forty-seven responses (83 percent) document composition of technical committees, amount of work completed, and occupational areas for which task lists were created. An introduction presents survey results. Section I contains individual state summaries. States are listed according to the six regions served by the Curriculum Coordination Centers. The summaries provide an overview of the way in which each state is meeting its legislative mandate under the Perkins Act. Each summary identifies the areas of committee responsibility, explains particular committee characteristics, and includes information regarding the relationship between the state agency and state council on vocational education. Section II consists of a table that identifies the states--listed alphabetically--and occupational area/title for which the committees will develop a task list or inventory of skills. Section III contains information on the stages of development, progress, size of committees, their composition, responsibilities, and occupational areas for each task list. Matrix A identifies the National Network for Curriculum Coordination in Vocational and Technical Education region, state, and occupational area and/or title for which technical committees were established. Data are organized in four categories: planning stage, generalized areas, core content areas, and vocational education service areas. Matrix B categorizes the state technical committees by focus and a host of operational descriptors. A glossary and list of state liaison representatives complete the document. (YLB)

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ED297168

National Alliance of Business

NNCCVTE East Central Region

STATE TECHNICAL COMMITTEES
State of the Art

A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984

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FOREWORD

The Carl D. Perkins Vocational Education Act of 1984 heralded a desire by Congress to better target the responsiveness of vocational and technical education and training to the requirements of the marketplace. The Act sets forth guidelines for implementing this desire by mandating significantly greater involvement of business and industry in the curriculum development process through the mechanism of State Technical Committees.

The National Network for Curriculum Coordination in Vocational Education (NNCCVTE), East Central region, and the National Alliance of Business (NAB) are organizations which have a direct interest in how Technical Committees develop and operate. In order to document their evolution, NNCCVTE and NAB have combined their resources and their expertise to prepare several monographs which examine the role and the effectiveness of State Technical Committees.

The first monograph, prepared by NAB, **Technical Committees: From Concept to Action**, was published in September, 1986. It discussed the history and concept of technical committees, documented some critical elements of operation and laid out implementation of vocational education programs.

This second publication, prepared by NNCCVTE, **State Technical Committees: State of the Art**, summarizes the result of a national survey completed in December 1986 documenting composition, amount of work completed, and occupational areas for which task lists were created.

Sincere appreciation is expressed to individuals who contributed to the development of this document: the East Central Region State Technical Committee Task Force composed of State Liaison Representatives, and the staffs of the National Alliance of Business and the East Central Curriculum Coordination Committee.

It is anticipated that through endeavors such as these publications, a more focused effort can be made to prepare youth and adults to meet the challenges of an ever changing workforce.

Further information on the topic and specific state activity regarding technical committees may be obtained by contacting: East Central Curriculum Coordination Center, F-30, Sangamon State University, Springfield, IL 62704-9243, 217/786-6163, or the National Alliance of Business, 1015 15th Street, N.W., Washington D.C. 20005, 202/289-2816.

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STATE TECHNICAL COMMITTEE: STATE OF THE ART

EXECUTIVE SUMMARY

Congress mandated Technical Committees in the 1984 Carl D. Perkins Act. The legislative provisions enabling the implementation of Technical Committees represent a new device for facilitating private sector participation in the public vocational education system.

The East Central Curriculum Coordinating Committee and the National Alliance of Business studied this question of how well states have dealt with this legislative provision in order to assist in the implementation of Technical Committees. This report represents the product of that study.

The report's findings can be summarized as follows:

- The Perkin's Act provision mandating Technical Committees is being implemented by most states.

- Leadership for implementation comes from state officials and national organizations.

- Implementation is exceeding expectations in some states, and just beginning in others.

- Too frequently, membership composition of some state Technical Committees is composed entirely of educators, making them at variance with the law which requires representation from the employer community.

The states have evidenced their capacity to implement Technical Committees as set forth in the law. However, as of December 1986, the actual contribution of these committees to curriculum changes, program effectiveness, participation by the private sector and development of networks for sharing curriculum resources, has yet to be demonstrated.

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STATE TECHNICAL COMMITTEES

State of the Art

INTRODUCTION

The Carl D. Perkins Vocational Education Act was passed in late 1984 to take effect July 1,1985. It continued the federal government's investment in vocational education. The Act has two basic objectives: increasing the quality of vocational instruction while continuing to modernize programs; and expanding access to these programs for all persons, but in particular those who have, in the past, been underserved.

In order to achieve these objectives the Carl D. Perkins Act is designed to bring about:

- a stronger, more comprehensive vocational education delivery system;

- an enhanced relationship with other human resource development efforts serving those with special barriers to employment; and

- a major role for business by expanding its function within the internal operations of the vocational education system.

Specifically, the Perkins Act recognizes that **business involvement is a fundamental principle of effective vocational educational policy and program design,** and, therefore, mandates that the business community have representatives on each **Technical Committee** who are directly involved in developing model occupational curricula.

The Perkins Act requires that each state board of vocational education[1], in consultation with the state's council on vocational education[2], establish a limited number of Technical Committees in at least two priority occupational fields. No state, however, is required to use the products of technical committee efforts.

TECHNICAL COMMITTEES - WHO THEY ARE AND WHAT THEY CAN DO

Technical Committees represent, for the first time, a designation of individuals from the private sector to be part of the state's vocational education administrative structure.

Membership on each Technical Committee is composed of:

- Employers from any relevant industry or occupation for which the committee is established;

- Members from trade or professional organizations representing the relevant occupations; and

- Organized labor, where appropriate.

By law, Technical Committees are responsible for:

- Advising the state council and the state board on the development of model curricula to address state labor market needs;

- Developing an inventory of skills that may be used by the state board to define state-of-the-art model curricula. The inventory of skills developed should provide the type and level of knowledge and skills needed for entry, retention, and advancement in occupational areas taught in the state.

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[1] A State Board of Vocational Education is designated by State law to act as the sole state agency responsible for administering vocational education, or for supervising the administration of vocational education

[2] A State Council on Vocational Education must be established in accordance with Section 112 of the Carl D. Perkins Vocational Education Act

There are additional areas of influence which the creation of Technical Committees naturally reinforces. They are as follows:

- Mandatory business membership on the Technical Committees reinforces the intent of the Perkins Act to insure that needs of the marketplace have an impact on the revision and development of vocational curricula.

- Business membership on the Technical Committees complements the role of the business community on other state and national vocational education organizations as well as on JTPA organizations such as the State Job Training Coordinating Councils and Private Industry Councils.

- Technical Committees can be used to aid in carrying out the mandates of other parts of the Perkins Act. For example, the Act requires a National Assessment evaluating, in part, skills and competency levels developed by states for specific curricula. Subject-specific skill inventories developed by Technical Committees can be used to establish not only levels of competencies, but also to measure program effectiveness.

- Technical Committee results can impact on vocational education research finding by having an influence on determining the optimal amount of subject-specific material which ought to be included both in single courses, and in entire subject curriculum based on empirically determined employer needs.

- The establishment of Technical Committees formalizes the fact of mutual accountability which exists between vocational education and the business community.

PURPOSE OF THE SURVEY

The National Alliance of Business (NAB) and the East Central Curriculum Coordination Center (ECCC), a part of the National Network for

Curriculum Coordination in Vocational and Technical Education (NNCCVTE) jointly conducted a survey to assess the current status of Technical Committee activity across the nation in order to:

1) Identify the organization and stage of development of each State Technical Committee; and

2) Determine the kinds of support services needed to assist states in implementing and operating Technical Committees.

The results of the survey provide information on the status of state Technical Committees through December 1986.

IMPLEMENTATION OF SURVEY

A task force of East Central Regional State Liaison Representatives completed the survey instrument in September of 1986. State Liaison Representatives were then asked to fill out the survey instrument themselves or ensure that it was done by an appropriate person. Each State Vocational Education Director also received a copy and explanation of the instrument. At that point in time, states had approximately 14 months of experience in implementing the state Technical Committee mandate.

Returns were collected through December 1986. Fifty-seven survey instruments were distributed to 50 states, the District of Columbia, and six Trust Territories. Forty-four states, the District of Columbia, and two Trust Territories responded for a total of 47. This represents an 83 percent response rate.

The East Central Curriculum Coordination Center compiled the data and prepared the initial report.

SUMMARY OF SURVEY RESULTS

Following are general findings, conclusions, and observations based on information gathered from the survey. For purposes of this report, all responses were combined for a total of 47. These 47 responses identified 240 committees in various stages of development. The findings are organized based on the mandates of the Perkins Act regarding Technical Committee activities.

Findings

- **States are to Consult with their State Council on Vocational Education to Establish a Limited Number of Technical Committees:**

  - Since the passage of the 1984 legislation, through December of 1986, 29 states (62 percent) reported an occasional or frequent contact with State Councils regarding implementation of Technical Committees.

  - There is evidence from the survey that the number of working relationships between states and State Councils is increasing.

- **The Membership of the Technical Committee Shall be Representative of Employers From Any Relevant Industry or Occupation for Which the Committee is Established:**

  - Of the 240 Committees, member representation was identified for 202 Committees. Of this number, 68 Committees had members solely from business and industry. Eleven Committees had only educators serving as members. The remaining 123 Committees had a combination of members representing business/industry, educators, and other agencies such as the Chamber of Commerce.

- **Technical Committees are to Advise on the Development of Model Curricula to Address State Labor Market Needs and are Responsible for**

Developing an Inventory of Skills That May be Used to Define State-Of-The-Art Model Curricula:

- The occupational area or title of the State Technical Committee served as an indicator of the broad spectrum of labor market needs addressed by states. The 240 Committees had 188 different titles. Of the 188 titles specified from the findings, seven states had committees for the occupational area or title of auto mechanics. No other occupational area title was identified by as many states.

- Of the 240 Committees, 28 had only established themselves with regard to purpose and title; 30 had identifiable membership; 100 were in various stages of completing their work or charter; and 62 had completed their assignment.

- Fifty-one (23 percent) of 233 Committees who identified their responsibilities were charged with task verification leading to the development of market-responsive curricula. It is important to recognize that the organization designated by a state as a Technical Committee is not, in all cases, the organization which has been given the responsibility for developing a skills inventory or task list.

- Data were available for 206 Technical Committees (out of a total of 240) regarding the methods used to develop an inventory of skills ("task list"):

  -- Twenty-six Committees used only one method to develop the inventory of skills. Of these 26 committees: four used the Vocational-Technical Education Consortium of States (V-TECS), a 24-state network devoted to curriculum development; 11 used Structured Group Interview; one used "Developing a Curriculum" (DACUM), a method of occupational analysis that generates an inventory of skills using special group interactions; six used their own state's occupational analysis, and four used other states' task lists.

--Eighty-six Committees used a combination of methods to develop their task lists. Of these 86 Committees, 14 Committees used a combination V-TECS and other states' task lists; 14 used V-TECS, other states' task lists and the Structured Group Interview; 17 used V-TECS, other states' task lists, DACUM, and another method such as a survey; and 41 Committees used V-TECS, other states' task lists, and at least one other method such as survey.

--Arizona's 48 Technical Committees used V-TECS, other states' task lists, Structured Group Interviews, and modified DACUM.

--The remaining 46 Committees used various combinations of the following methods: V-TECS, other states' task lists, Structured Group Interview, survey, and their own state's task lists.

Conclusions

The following general conclusions are based on findings from the survey:

- State Agencies and State Councils have established relationships with each other regarding Technical Committees. The Perkins Act provides impetus for these relationships. In some states, the agencies are exploring ways to determine the best role for each regarding the Technical Committee mandate; in other states, the agencies have not established working relationships.

- States did respond to the Technical Committee mandate of the Perkins Act. It should be remembered, however, that the states participating in the survey were at different stages of complying with the mandate, including initial organizations to completion of Committee work. Very little technical assistance was provided to states from the Federal level. Thus, each state interpreted the legislation, exploring ways to meet the mandate, and implemented the organization to meet the mandate in its own way.

- The skills inventory which was stipulated in the mandate was not always assigned as a direct responsibility per se of the Technical Committee. Some Technical Committees were given broad generic responsibilities, while others were assigned only the specific task of developing the inventory list.

- States used a variety of methods to develop a task list or inventory of skills. A singular method or a set combination of methods did not emerge as the most common for use with task list development throughout the nation.

- Very little duplication of occupational task lists existed. Labor and economic needs plus availability of resources contributed to the individual state approaches used in implementing the legislative mandate.

- States did not involve as many representatives from business and industry in the composition of the Technical Committees as the opportunity provided. Extraneous variables, such as availability of business/industry people, contributed to the number who accepted Committee membership.

- The use of inventories to develop model curricula had not been implemented by most states at the conclusion of the data gathering period for this report (December 1986). Consequently, the impact of Technical Committees on curriculum content cannot be determined at this time.

Observations

Following are some observations and questions about state Technical Committees which were relevant as of December 1986.

- Lack of a common set of definitions with regard to interpreting the Act's legislative language as well as professional jargon presents unnecessary obstacles to those involved in implementing Technical

Committees. As a result, each state has moved ahead to interpret the establishment of Technical Committees in its own way. This is evidenced by the organization of Committees, the titles used to identify the Committees, and the degree of consulting occurring between the State Agencies and the State Councils. In order to effectively evaluate all committees, would it not be advantageous to develop a list of common definitions?

- Only 33 percent of the Committees had private sector members from the occupational area studied. The other 67 percent had members representing education or other agencies such as the Chamber of Commerce. If an occupational committee does not include a majority of its members from the employer community, can the inventory task list developed by the Committee be timely or relevant?

- The legislative mandate did not specify the size of the Committees. The survey indicates that membership ranged from two to 30. This situation raises such questions as: Can the results from a Committee of two truly reflect the occupational area? Can a Committee of 30 be expected to yield quality results?

- The legislation did not define the phrase "inventory of skills." This has often created situations where non-occupation specific content such as basic skills (English and math) and affective skills (communicating and getting along with co-workers), are frequently taken for granted as already part of the student's accomplishments. However, if a new hire is expected to perform with expertise in a given occupational skill area, be competent at a certain level of English and math, and demonstrate ability in getting along with co-workers, is it not reasonable to assume that all such requirements will be an integral part of the inventory task list for a specific occupational curriculum?

- The skills inventory task list is regarded by curriculum specialists as the foundation of any curriculum development. Under the Perkins Act, the State Technical Committee has the responsibility for identification of such skills which can then be used to produce a curriculum. What measures will be taken to assure that these inventory lists remain relevant to the occupational area during the translation and curriculum development process?

The Perkins Act legislation has provided a new thrust for developing and strengthening the partnership between the public education community and business/industry community. Input from appropriately constituted Technical Committees can transform outdated curricula into training tools for real world occupations. As identified in the legislation, the State Technical Committee is the most uniformly appropriate mechanism to ensure that occupation specific curriculum remains relevant and responsive to America's future workforce needs.

ORGANIZATION OF THIS REPORT

- **Section I: Individual State Summaries.** Lists states according to the six regions that are served by the Curriculum Coordination Centers. These centers and regions comprise the National Network for Curriculum Coordination in Vocational and Technical Education which provides curriculum information and lists of competencies ("task lists") needed for employment in various occupations nationwide.

- **Section II: Occupational Areas By State and Cross-Indexed With Other States.** Consists of a table that shows titles of task lists for which the states, listed alphabetically, have assumed responsibility.

- **Section III: Matrices Identifying Occupational Areas by Regions, States and Committee Titles.** Contains information on the stages of development, progress, size of committees, their composition, responsibilities and occupational areas for each task list.

- **Glossary.** Because some of the language contained in the survey data may be specific to vocational education, definitions for selected terms have been appended as a glossary at the end of the publication.

STATE TECHNICAL COMMITTEES: STATE OF THE ART.

SECTION I
INDIVIDUAL STATE SUMMARIES

The following summaries of State Technical Committee activities provide a quick overview of the way in which each state is meeting its legislative mandate under the Perkins Act. Each summary identifies the areas of committee responsibility and explains particular committee's characteristics.

Information regarding the relationship between the State Agency and State Council is included in each sketch. The findings of the survey indicate that 15 of the 47 states (total number of respondants) have a frequent relationship with State Councils while 14 states have a less frequent but ongoing contact. Eleven State Councils are contacted only when necessary. Five states indicated no relationship with their Council.

On the other hand, in two states, the State Council has total responsibility for technical committee operations. Data indicated that some states are exploring different ways the Councils and State Agencies can best meet the legislative mandate.

In some cases, states were not clear in their responses to survey questions regarding state Technical Committee activities. Attempts were made to clarify such information, however time and resources limited the effort. **Work completed by committees since December, 1986, is not reported in this publication.**

In the narrative below, the states are alphabetized within the regions of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The six regions appear in the following order: Northeast, Southeast, East Central, Midwest, Northwest, and Western. Because some of the language contained in the following summaries is used generally by educators, definitions of the terms used appear in the Glossary at the end of this publication.

It should be noted that although the following text is narrated in the present tense, all information in this report is current only as of December, 1986.

Northeast Region

Connecticut

The State Board of Education is in the process of approving two Technical Committees in the areas of Trade and Technical Occupations and Service Occupations. Membership has not been identified. Once these committees are formally established, they will be involved in occupational forecasting and task list development. Plans include frequent involvement with the Connecticut Council on Vocational Education. Both committees will use V-TECS, research-based materials and task lists from other states to develop task lists, identify products/services, and verify tasks.

Massachusetts

Massachusetts has two Technical Committees: Automotive Technology and Electromechanical Technology. Membership consists of employers from relevant occupations, representatives of trade or professional organizations, and organized labor, where appropriate. Educators are not Committee members, but are invited to meetings as advisors.

The Electromechanical Technology Committee has been identified. The Automotive Technology Committee has validated tasks. Both committees focus on occupational forecasting and teacher in-service and both have occasional contact with their State Council on Vocational Education.

New Hampshire

As of January, 1987, New Hampshire had not formally appointed Technical Committees. Plans are to appoint two: one in the area of General Allied Health and one in Horticulture. After these committees have been established, plans call for committees in the areas of Food Service Occupations and Office Occupations. The State Board, the State Council and Governor's office are working together to establish procedures for membership, operation, and duration of the Committees.

New Jersey

New Jersey has appointed three State Technical Committees in the areas of Industrial Machinery Maintenance and Repair, Electromechanical/Hydraulic/Pneumatic Installation Repair, Food Production and Management Services. The Committees have not convened, but once formally established they will be involved in task (performance) identification, task list development, and task verification. Periodic reporting will be made to the State Council. The length of time each committee will exist is limited to its objectives.

New York

New York has four State Technical Committees in the areas of Business Marketing Education, Home Economics, Health Occupations Education, and Technology Education. Each committee has representatives from business/industry, trade and professional organizations, organized labor, and education. Occupational forecasting is the major function of the Committees. The State Council has responsibility for the Technology Education and Home Economics Committees. The Business Marketing Education and Health Occupations Education Committees have frequent contact with the State Council. Committee tenure is limited to the time it takes to achieve the objectives of each Committee.

Puerto Rico

Puerto Rico has seven State Technical Committees: Electronics, Auto Body, Auto Mechanics, Refrigeration, Ornamental Horticulture, Cosmetology, and Custom Apparel. Each Committee has representatives from business/industry, trade and professional organizations, and education. The Committees' major functions include task (performance) identification, task list development, and task verification. The Committees have frequent contact with the State Council and collaborate with other outside agencies such as the Labor Department, Business Department, Economic Development Administration, Governor's Office of Youth

Affairs, and Automotive Technical Board of Examiners. The Committees are ongoing.

Vermont

Vermont has thirteen Technical Committees in the areas of Graphic Arts, Dairy Production and Farm Management, Auto Mechanics, Machine Trades, Electronics, Marketing Education, Secretarial/Clerical, Office Occupations, Health Occupations, Building Trades, Bookkeeping and Accounting, Culinary Arts, Drafting, and Diversified Agriculture. Of the 13, two Committees are in the process of being established and the remainder are working or have completed their work. All Committees will continue as standing Committees. Membership consists of representatives from business/industry, trade and professional organizations, organized labor, education, and other areas. The Committees focus on task (performance) identification, task list development, and task verification. Their contact with the State Council is on an occasional basis and their efforts are ongoing.

Southeast Region

Alabama

Alabama has established three State Technical Committees in the areas of Apprenticeship and Related Principles of Technology and Pilot Programs Relating Vocational and Basic Skills, and Service Oriented Vocational-Technical Programs. Membership consists of representatives from business/industry, trade or professional organizations, organized labor, education and others. The functions of the first two Committees are occupational forecasting, task (performance) identification, task list development, task performance identification, and task verification. The focus of the third Committee is on task (performance) identification and task verification. Contact with the State Council is frequent and the Committees' efforts are ongoing.

Georgia

Georgia has identified 13 State Technical Committees and has established one. Six of these Committees are geared toward post-secondary vocational programs and eight toward secondary vocational programs. Membership is from business/industry, trade or professional organizations, and education. The focus of these Committees includes occupational forecasting, task (performance) identification, and task list development. Their contact with the State Council is on an occasional basis. The Committees which focus on post-secondary programs will be in operation until their objectives are met; the Committees focusing on secondary programs are ongoing. Technical Committees will be established each year to advise curriculum developers. These Committees will be disbanded after completing their assignments.

Kentucky

Kentucky has four State Technical Committees which are working in the areas of Computer Technology, Automated Manufacturing, Auto Mechanics, and Electronics. Membership consists largely of representatives from business/industry and education. Their focus is on occupational forecasting and task verification. Contact with the State Council is on an occasional basis and the length of time each

Committee will exist is limited to their objectives. Kentucky refers to the overall project as Technical Coordination with Business and Industry.

Mississippi

Mississippi has two standing Technical Committees in the areas of Technical Education and Vocational Education for a three-year period. The first deals with state-of-the-art model or standardized technical curricula and the second deals with state-of-the-art model or standardized vocational program curricula. Both Committees are working. Membership for the Committees is made up largely of business/industry representatives with one organized labor representative. Their primary focus is on occupational forecasting. They meet with the State Council occasionally. These two Committees have the authority to appoint Technical Review Committees for each specific curriculum study undertaken.

South Carolina

South Carolina has six State Technical Committees in the areas of Business Education, Occupational Home Economics, Agricultural Education, Trade and Industrial Education, Marketing Education, and Health Occupations Education, which are all working. The Committees are small, ranging from five members on the Business Education Committee to two members for Occupational Home Economics. Membership includes representatives from business/industry, trade or professional organizations, and education. All of the Committees focus on occupational forecasting, task (performance) identification, task verification, and curriculum review and approval. The Committees, whose efforts are ongoing, have frequent contact with the State Council and serve as advisory to the State Board of Education.

Tennessee

Tennessee has two Committees for each of the following occupational areas: Drafting; General Building Trades/Carpentry; Heating, Air Conditioning and Refrigeration; Metal Technology; and Printing. One Committee identifies task performance and the other Committee is responsible for task verification. Each Committee's duration is limited to its objective and composed of members from business and industry. There is no direct relationship between the Committees and the State Council.

In addition, Tennessee has six task force Committees for the occupational areas of Health, Marketing Education, Vocational Office Education, Trade and Industrial Education Frameworks, Vocational Agriculture and Industrial Arts/Technology Education. The membership for the six Committees are representatives of business and industry, educators, and supervisors and teachers of instructional areas. All of the Committees, except Trade and Industrial Education Frameworks, have met and are working. The function of the Committees is overall curriculum development. These Committees have a frequent and cooperative working relationship with the State Council on Vocational Education which is responsible for representing industry viewpoints as they pertain to the secondary vocational education programs and reviewing the State Plan for vocational education primary curriculum products.

East Central Region

Delaware

Delaware has two Technical Committees -- State Banking and Electrical. They are both in operation with membership consisting of representatives from business/industry, trade or professional organizations, organized labor and education. Their focus is on task (performance) identification and task list development. The two Committees have frequent contact with the State Council. The existence of the Committees is limited to the achievement of their objectives.

District of Columbia

The District of Columbia has identified two Technical Committees. Committee A is responsible for Business, Home Economics and Marketing Education. Committee B is responsible for Health, Trades and Industry, and Industrial Arts. The functions of the Committees were defined by the State Board and the State Council approved the Committees' operation plan. The focus will be on task list verification using the DACUM or modified DACUM process. Committee members have been appointed and represent business/industry, trade or professional organizations, organized labor and other areas. Chairpersons for standing Committees have also been identified. Ad hoc Committees focusing on specific occupational areas will be appointed. Duration of the Committees has not been established.

Illinois

Illinois formed three Technical Committees in the areas of Infant Care, Materials Processing, and Employability Skills, with representatives from business/industry. The Committees have completed their work. The Infant Care Committee focused on task list development and verification and used the DACUM process. The other Committees used the Structured Group Interview method to verify tasks. Each Committee's membership was recommended by the State Council and met from one to two days to complete their work.

Indiana

Indiana has two standing State Technical Committees: Vocational- Technical Education and Vocational Consumer and Homemaking Education. Both working Committees have membership representatives from business/industry, trade or professional organizations, organized labor, education and other areas. The Committee on Vocational-Technical Education focuses on occupational forecasting and task list development. The other Committee focuses on task (performance) identification, task list development, and task list verification. Both Committees work with the State Council when necessary. The standing Committees determine the membership of the ad hoc Technical Committees having specialized expertise in the occupational areas identified with greatest need for curriculum development.

Maryland

State Technical Committees with representation from organized labor, professional or trade organizations, and employers from the related industry or occupations have been established in Maryland. These Committees establish occupational content Committees, with eight to 12 members selected from workers or direct supervisors in the specific occupation.

Content Committees are working in the occupational areas of Business Data Processing, Executive Secretary, and Building Maintenance/Construction. The DACUM approach is used by these Committees to develop task lists.

Michigan

Michigan has one working Committee for the area of Occupational Skills and plans to establish a Committee for model curricula. Business/industry, trade or professional organizations, organized labor, education, and other areas will be represented on the Committee. Its focus will include occupational forecasting, review of statewide labor market information, and input from business, industry and labor for development of the model curricula. Contact with the State Council is frequent; the Committee is to exist for one year.

Minnesota

Minnesota has four Technical Committees in the areas of Energy, Biomedical and Health Services, Manufacturing Industry, and Telecommunications Industry. Two have completed their work; one is currently working; and one has been identified. Representatives on the Committees consist of individuals from business/industry, trade or professional organizations, organized labor, education, and other areas. The focus is on occupational forecasting and identification of changes in industry. The Committees have frequent contact with the State Council. Their length of existence is limited to their objectives.

Ohio

Ohio's six Technical Committees in the areas of Carpentry, Food Service, General Office Clerk, Clerk Stenographer, Agribusiness and General Merchandise/Retailing have completed their work. Committee membership consisted of educators. Their major focus was on task verification, accomplished by surveying job incumbents. The Committees' contact with the State Council was frequent and the Committees' existence was limited to the objectives.

Pennsylvania

Pennsylvania has seven Technical Committees in the areas of Automotive Mechanics, Automotive Body and Fender, Diesel Mechanic, Care and Guidance of Children, Graphic Occupations, Building Construction Occupations, and Data Processing. They are currently working with membership representatives of business/industry, and trade or professional organizations. Task verification is the major focus of each Committee. According to the data no relationship has been established between the Committees and State Council at this time.

Virginia

Virginia has been concentrating on the development of the Technical Committee concept and is preparing a model procedure. The state has one working Technical Committee which is in the area of Law Enforcement. Membership consists of workers within that field and the focus is on task (performance) identification, task list development, task verification, and approval of curriculum development. No relationship has been established with the State Council; however, that may develop in the future. The length of time this Committee will exist is limited to its

objectives. Committees in television production, plumbing, and fields related to services other than trade and industrial education are planned.

West Virginia

West Virginia's five State Technical Committees have completed their work in the areas of Electromechanical Technology, Computers and Information Technology, Electronic Product Servicing, Legal/Medical Secretary Technology, and Business Principles and Management. An Entrepreneurship Committee will be established. Membership consists of representatives from business/industry, trade or professional organizations, organized labor, education, and others. Focus is on occupational forecasting, task (performance) identification, task list development, and task verification. Frequent contact with the State Council is maintained and the Committees' existence is limited to their objectives.

Wisconsin

Wisconsin has identified five State Technical Committees in the areas of Agribusiness, Office Education/Marketing, Home Economics, Trade and Industry, and Health Occupations Services. At the time of this survey, these Committees had not become totally operational, but plans include involvement in occupational forecasting and task verification. Committees will work occasionally with the State Council. The length of time each Committee will exist is limited to their objectives.

Midwest Region

Iowa

Iowa has identified the areas of Biotechnology, Telemarketing, Education for Business, and Food Service Supervisors for Long-Term Care Facilities for its State Technical Committees. The Biotechnology and Telemarketing Committees have been identified but not established. The Education for Business Committee has been established and the Food Service Supervisors for Long-Term Care Facilities Committee has completed its work. The Committees' membership includes representatives from business/industry, trade or professional organizations, and education. The Biotechnology Committee will focus on task (performance) identification, task list development, and task verification. The Committee on Telemarketing will focus on task list development. The Committee on Education for Business will focus on task (performance) identification and task list development. The Committee on Food Service Supervisors focused on task (performance) identification and identification of appropriate curriculum. When the Committees have completed their work a final report and recommendations will be shared with the State Council. The Committees' duration is limited to their objectives.

Kansas

Kansas had not identified any Technical Committees at the time of the survey.

Louisiana

Louisiana has established State Technical Committees for Secondary and Post-secondary. The majority of members are educators. The total number of prospective employers to serve on the Committee has not been determined.

Missouri

Missouri has 15 Technical Committees. Thirteen are working and two have completed their work. Membership on these Committees consists largely of educators, with some representatives from business and industry. The Committees' focus is on task (performance) identification, task list development, task verification, and curriculum development. Their contact with the State Council is occasional; the length of time each Committee exists is limited to their objectives.

Nebraska

Nebraska had not identified any Technical Committees at the time of the survey.

Oklahoma

Oklahoma has used Committees with representatives from business/industry for several years in conjunction with Curriculum Instructional Materials Center (CIMC) projects. Task lists are reviewed and task surveys conducted. Nine representatives is minimum for Committee size. During Fiscal Year 1986, Curriculum Validation Committees focused on the occupational areas of Auto Body, Agriculture, Aviation Maintenance, Carpentry and Cement Masonry. A major area for Fiscal Year 1987 is Automotive Service.

Texas

Texas has eight State Technical Committees in the areas of Health Occupations, Vocational Office Education, Electrical/Electronics, Home Economics, Agricultural Education, Industrial Arts, Marketing Education, and Technical Education. The first three are working and the remainder will be established this year. Membership on the first three Committees consists of representatives from business/industry and education. Membership has not been identified for the other Committees. The focus is on occupational forecasting, task (performance) identification, task list development, and task verification. Contact with the State Council is frequent and the Committees plan to be in operation until June 30, 1989.

Northwest Region

Alaska

Alaska has seven State Technical Committees. A separate task force of Alaskan educators helped to define the units, competencies, and tasks for the occupational areas of Construction, Food Service, and Marketing. The three Committees have completed the work. Committees for Child Care Curriculum, Agriculture/Horticulture, Mechanics, and Natural Resources have been established for 1987. Membership consists of representatives from business/industry, organized labor, education, and others. The primary focus of the Committees is task verification. The Committees, which operate for one year, have frequent contact with the State Council.

Colorado

Colorado has identified eight State Technical Committees in the areas of Agriculture, Home Economics, Health Occupations, Marketing, Business Education,

Trade and Industrial, Technical, and Special Needs. Membership will consist of representatives from business/industry, trade or professional organizations, organized labor, education, and entrepreneurs. The primary focus of the Committees will be task (performance) identification. Contact with the State Council will be occasional and the length of time for Committee operation will be limited to its objectives.

Idaho

Idaho has three State Technical Committees in the areas of Secondary Agriculture, Marketing Education Sustaining Level, and Consumer Homemaking Adult/Teen Living. The first two Committees are currently in operation and the third Committee has completed its work. Membership consists of representatives from business/industry, trade or professional organizations, education, and others. The major focus is on task (performance) identification, task list development, and task verification. The Committees' contact with the State Council is occasional with the exception of the Agriculture Committee, which has more contact. Each Committee's duration of operation is limited to its objectives.

Montana

Montana has two State Technical Committees -- one on Curriculum, the other on Occupational Outlook. The Committee members read about 300 grant proposals. The rationale for proposal reading was 1) the state made most of the discretionary categories available to grant writers, and 2) it served as a needs- type assessment. Membership consists of representatives from business/industry, trade or professional organizations, education, and others. The Curriculum Committee focuses on task (performance) identification, task list development and task verification. The Occupational Outlook Committee focuses on occupational forecasting and task verification. The Montana Council on Vocational Education has two ex officio members on the Curriculum Committee and one on the Occupational Outlook Committee.

North Dakota

North Dakota's four State Technical Committees have completed their work. The Committees were in the areas of Auto Body Technician, Commercial Cook, Computer Programmer, and Home Health Aide. Membership consisted of representatives of business/industry, trade or professional organizations, organized labor, and others. They were involved in task (performance) identification, task list development, and task verification, and maintained an occasional working relationship with the State Council. The length of time each Committee existed was limited to its objectives.

Oregon

Oregon has five State Technical Committees in the areas of Electronic Technician, Accounting, Information Processing, Graphics Communication, and Hospitality. The Electronics Technical Committee is working and the Accounting Committee has completed its work. The remaining Committees will be established. Representatives from business/industry, trade or professional organizations, education, and others will be committee members. The Committees will focus on task (performance) identification, task list development, and task verification. Plans

are for the Committees to have frequent contact with the State Council. Committee existence is limited to their objectives.

South Dakota

The state has defined how the Industrial Technology Committee differs from advisory or craft Committees. The Committee will use V-TECS, research- based materials and other task lists to develop task lists, identify products/services, and verify tasks. Six of the seven members are educators; the other member is from a trade or professional organization. The Committee will have a frequent working relationship with the State Council and will exist until their objectives are achieved.

Utah

Utah has three State Technical Committees in the areas of Electronics, Drafting, and Auto Mechanics. The Electronics and Drafting Committees are working and the Auto Mechanics Committee is only identified. Committee membership consists of representatives from business/industry and education. Their primary focus is on task verification. At the time of the survey, no relationship existed between the Committees and the State Council. The Committees' length of operation is limited to its objectives.

Washington

The Commission for Vocational Education has worked closely with the State Council on Vocational Education in developing policy and procedures for the Technical Committee process. At the time of this survey, Committees had not been identified or established. Membership will consist of employers from any relevant industry or occupation, trade or professional organizations, organized labor, and education. Their focus will be on task (performance) identification, task list development, and task verification.

Wyoming

There is an ongoing State Technical Committee in the area of Business Education in Wyoming which focuses on occupational forecasting and task verification. The Committee has occasional contact with the State Council.

Western Region

Arizona

Arizona has been using Technical Committees for more than three years. Twenty-two Committees have completed their work; 25 are currently working; and one Committee is to be established. Each Committee is organized differently, focuses on a different occupational area, and varies in duration and function. Contact with the State Council also varies.

California

California has one State Technical Committee which has completed its work in the area of General Occupational Employability Skills. The members are representatives of business/industry and education. Their primary focus is on task

(performance) identification. There is little contact with the State Council. The duration of the Committee is limited to its objectives.

Guam

The Trust Territories did not have Advisory Councils in Fiscal Year 1985 due to a funding oversight in the Carl D. Perkins Vocational Education Act. Funding began July 1, 1986. At the time of the survey, Guam was exploring possibilities for Technical Committees.

Hawaii

Two State Technical Committees are currently working in the areas of Electronics and Automotive Technology. Representatives from business/industry, trade or professional organizations, organized labor, and education make up the Committee membership. Their focus is on task (performance) identification, task list development, and task verification. The State Council is not involved at this time. The Committees' duration is limited to their objectives.

Nevada

In consultation with the State Council, the State Board established two State Technical Committees that are currently working in the areas of Service Producing Occupations (Business/Office, Distributive Occupations, Food Service) and Product Producing Occupations (Trade & Industrial and Technical). Membership consists of representatives from business/industry, trade or professional organizations, and organized labor. The Committees' focus is on occupational forecasting, task (performance) identification, and task list development. Contact with the State Council is occasional. The Committees' efforts are ongoing.

SECTION II
OCCUPATIONAL AREAS BY STATE AND CROSS-INDEXED WITH OTHER STATES

Table I in this section serves as a quick reference. It identifies the state and occupational area/title for which the Committee will develop a task list or inventory of skills.

The survey instrument requested the respondents to specify the occupation and title for each State Technical Committee. Health Occupations/X-Ray Technician, was shown as an example on the instrument. However, the information provided by states did not always use the precise wording as in the example noted above, which made it difficult to code the information. Data revealed that in some cases, the State Technical Committee was not made responsible for developing a task list or skills inventory for a specific occupational area/t 'e. In these situations, the responsibility was delegated to an ad hoc Committee.

The cross indexing identifies the other states' Technical Committees in the same occupational areas/titles for which a task list or skills inventory is the end product. The table identifies, by state, the number of Committees and the occupational area. Occupational area and title data are organized into broad categories.

Of the 188 occupational titles specified in the data, seven states had Committees for auto mechanics, six for electronics, five for health occupations and five for home economics. No other occupational area title had so many Committees.

The information is presented in an effort to help states avoid duplicative efforts.

States are encouraged to contact other states and share information so that State Technical Committee efforts can be streamlined.

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
ALABAMA (3)	
Service Oriented Voc. Tech. Programs	
Principles of Technology & Pilot Prog. Relating Voc. & Basic Skills	
T&I: Apprenticeship & Related	
ALASKA (7)	
Natural Resources	
Ag: Agriculture/Horticulture	
BUS: Marketing	CO
H.E.: Child Care Curriculum	
H.E.: Food Service	OH
T&I: Construction	
T&I: Mechanics	
AMERICAN SAMOA (0)	
ARIZONA (47)	
Ag: Agriculture Business and Management	
Ag: Agriculture Power & Machinery	
BUS: Administrative Support	
BUS: Accounting	OR
BUS: General Marketing	
BUS: Data Processing	PA
BUS: Entrepreneurship	WV
BUS: Retailing	
HEALTH: Dental Careers	
HEALTH: Home Health	
HEALTH: Medical Lab Careers	
HEALTH: Nursing	
H.E.: Child Care & Guidance	PA
H.E.: Commercial Garment/Apparel Const	
H.E.: Custom Apparel/Garment Seamstress	
H.E.: Clothing Maintenance Aide	
H.E.: Fashion Coordinator	
H.E.: Fabric Coordinator	
H.E.: Commercial Foods	
H.E.: Food Production	
H.E.: Food Production and Food Service	
H.E.: Food Manager	
H.E.: Service and Dining	
H.E.: Homemakers Aide	
H.E.: Homemaker Health Aide	
H.E.: Executive Housekeeper	
H.E.: Custodial Services	
T&I: Auto Mechanics	PA, PR, KY, UT, VT, MO
T&I: Auto Body	PR
T&I: Carpentry	OH
T&I: Cement Masons	

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
ARIZONA (continued)	
T&I: Air Conditioning	
T&I: Sheet Metal	
T&I: Plumbing	
T&I: Cabinet Making	
T&I: Machine Drafting	
T&I: Machine Trades	VT
T&I: Welding	MO
T&I: Diesel Mechanics	PA
T&I: Electrical Trade	
T&I: Electronics	HI, PR, KY, UT, VT
T&I: Appliance Repair	
T&I: Radio/TV Repair	
T&I: Small Engine Repair	
T&I: Commercial Art	
T&I: Commercial Photography	
T&I: Graphic Arts	VT
T&I: Cosmetology	PR
ARKANSAS (0)	
CALIFORNIA (1)	
Gen. Occ. Employability Skills	
COLORADO (8)	
Special Needs	GA
AG: Agriculture	
BUS: Bus. Ed.	GA
BUS: Marketing	AK
HEALTH: Health Occupations	GA, TX, TN, VT
H.E.: Home Economics	NY, GA, WI, TX
T&I: Trades & Industrial	WI, GA
T&I: Technical	
CONNECTICUT (2)	
Trade & Technical Occupations	
Service Occupations	
DELAWARE (2)	
BUS: State Banking	
T&I: Electrical	
DISTRICT OF COLUMBIA (2)	
A: Business, H.E. & Marketing Ed.	
B: Health, T&IA	
EASTERN CAROLINE ISLANDS (0)	
FLORIDA (0)	

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
GEORGIA (14)	
Special Needs - Secondary	CO
Prog. of Education in Career Exploration - Secondary	
AG: Horticulture - Postsecondary	NH
BUS: Bus Ed. – Secondary	CO
BUS: Marketing & Dis. Ed - Secondary	
HEALTH: Health Occupations - Secondary	CO, TN, TX, VT
H.E.: Home Economics – Secondary	WI, TX, NY, CO
T&I: Trade & Industrial - Secondary	CO, WI
T&I: Industrial Arts - Secondary	TX
T&I: Automated Manufacturing - Postsecondary	KY
T&I: Aircraft Mechanics - Postsecondary	
T&I: Truck Technicians – Postsecondary	
T&I: Telecommunications - Postsecondary	
T&I: Fabricare - Postsecondary	
GUAM (0)	
Planning Stage	KS, WA, NE
HAWAII (2)	
T&I: Automotive Technology	MA
T&I: Electronics	PR, KY, UT, AZ, VT
IDAHO (3)	
AG: Ag Secondary	
BUS: Marketing Educ. Sustaining Level	
H.E.: Consumer Homemaking Adult/Teen Living	
ILLINOIS (3)	
Employability Skills	
T&I: Materials Processing	
H.E.: Infant Care	
INDIANA (2)	
Voc Tech Ed.	
H.E.: Voc Consumer & HE Ed.	
IOWA (4)	
HEALTH: Bio Technology	
H.E.: Food Service Supervisors for Long Term Care Facility	
BUS: Ed for Business	
BUS: Telemarketing	
KANSAS (0)	
Planning Stage	WA, GU, NE

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
KENTUCKY (4)	
T&I Automated Manufacturing	GA
T&I Auto Mechanics	AZ, PA, PR, UT, VT, MO
T&I Electr[illegible]s	PR, UT, AZ, VT, HI
T&I Com[illegible]ter Technology	
LOUISIANA (2)	
Secondary	
Postsecondary	
MAINE (0)	
MARYLAND (3)	
BUS: Bus. Data Processing	
BUS: Executive Secretary	
T&I: Building Maintenance/Construction	
MASSACHUSETTS (2)	
T&I: Automotive Technology	HI
T&I: Electro Mechanical Technology	WV
MICHIGAN (1)	
Occupational Skills	
MINNESOTA (3)	
BUS: Biomedical & Health Services	
T&I: Telecommunications Industry	
T&I: Energy	
Manufacturing Industry	
MISSISSIPPI (2)	
Voc Educ	
Tech Educ	TX
MISSOURI (15)	OH, WI
AG: Agribusiness	
AG: AG Construction	
AG: AG Livestock/Crop Production	
AG: AG Science I	
BUS: Free Enterprise - Econ.	
BUS: Small Bus. Management	
HEALTH: Dental Assist.	
HEALTH: Nursing Assist.	
H.E.: Home Econ. I	
H.E.: Housing & Home Furnishing	
T&I: Auto Mechanics (Special Needs)	AZ, PA, PR, KY, UT, VT
T&I: Auto Body Repair	
T&I: Machine Shop	AZ
T&I: Welding	
T&I: Welding - Special Needs	

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
MONTANA (2)	
Occupational Outlook	
Curriculum	
NEBRASKA (0)	
Planning Stage	KS, WA, GU
NEVADA (2)	
Service Producing Occupations	
Product Producing Occupations	
NEW HAMPSHIRE (2)	
AG: Horticulture	GA
HEALTH: General Allied Health	
NEW JERSEY (3)	
H.E.: Food Production & Management Services	
T&I: Electro. Mechanical/Hydraulic Pneumatic Installation Repair	
T&I: Industrial Machinery Maintenance & Repair	
NEW MEXICO (0)	
NEW YORK (4)	
BUS: Bus. Marketing Education	
HEALTH: Health Occ. Ed.	SC
H.E.: Home Economics	GA, WI, TX, CO
T&I: Tech. Ed.	
NORTH CAROLINA (0)	
NORTH DAKOTA (4)	
BUS: Computer Programmer	
HEALTH: Home Health Aide	
H.E.: Commercial Cook	
T&I: Auto Body Technician	
NORTHERN MARIANAS (0)	
OHIO (6)	
AG: Agribusiness	MO, WI
BUS: General Office Clerk	
BUS: Clerk Stenographer	
BUS: Gen. Merchandising/Retailing	
H.E.: Food Service	AK
T&I: Carpentry	AZ
OKLAHOMA	
Contact Curriculum and Instructional Materials Center	

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
OREGON (5)	
BUS: Accounting	AZ
BUS: Information Processing	
H.E.: Hospitality	
T&I: Graphics Communication	
T&I: Electronic Technician	
PENNSYLVANIA (7)	
BUS: Data Processing	AZ
H.E.: Child Care & Guidance	AZ
T&I: Automotive Mechanics	AZ, KY, UT, PR, VT, MO
T&I: Automotive Body & Fender	
T&I: Building Construction Occupations	
T&I: Diesel Mechanics	AZ
T&I: Graphic Occupations	
PUERTO RICO (7)	
AG: Ornamental Horticulture	
H.E.: Costom Apparel	
T&I: Auto Mechanics	KY, UT, AZ, VT, MO, PA
T&I: Auto Body	AZ
T&I: Refrigeration	TN
T&I: Electronics	KY, UT, AZ, VT, HI
T&I: Cosmetology	AZ
RHODE ISLAND (0)	
SOUTH CAROLINA (6)	
AG: Ag Ed.	TX
BUS: Bus. Ed.	WY
BUS: Marketing Ed.	VT, TX, TN
HEALTH: Health Occup. Ed.	NY
H.E.: Occ. Home Economics	
T&I: Trade & Industrial Ed.	
SOUTH DAKOTA (1)	
T&I: Industrial Technology	
TENNESSEE (11)	
AG: Voc. Ag.	
BUS: Marketing Ed.	VT, SC, TX
BUS: Voc Office Ed.	TX
HEALTH: Health Occupations	VT, TX, CO, GA
T&I: Trade & Industrial Ed. Frameworks	
T&I: Ind. Arts/Tech Ed.	
T&I: General Building Trades/Carpentry	
T&I: Heating/Air Conditioning & Refrigeration	PR
T&I: Drafting	VT, UT
T&I: Metal Technology	
T&I: Printing	

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
TEXAS (8)	
Tech. Ed.	MS
AG: Ag Ed	SC
BUS: Marketing Ed.	VT, SC, TN
BUS: Voc Office Ed.	TN
HEALTH: Health Occup	VT, TN, CO, GA
H.E.: Home Economics	NY, GA, WI, CO
T&I: Industrial Arts	GA
T&I: Electrical/Electronics	
UTAH (3)	
T&I: Auto Mechanics	VT, PR, KY, AZ, MO, PA
T&I: Drafting	VT, TN
T&I: Electronics	PR, KY, AZ, HI, VT
VERMONT (13)	
AG: Dairy Production & Farm Management	
AG: Diversified	
BUS: Bookkeeping/Accounting	
BUS: Marketing Ed.	SC, TX, TN
BUS: Sec./Clerical Office Occupations	
HEALTH: Health Occupations	TN, TX, CO, GA
H.E.: Culinary Arts	
T&I: Auto Mechanics	PR, KY, UT, AZ, MO, PA
T&I: Drafting	TN, UT
T&I: Building Trades	
T&I: Machine Trades	AZ
T&I: Electronics	PR, KY, UT, AZ, HI
T&I: Graphic Arts	AZ
VIRGINIA (1)	
Law Enforcement	
VIRGIN ISLANDS (0)	
WASHINGTON (0)	
Planning Stage	KS, GU, NE
WEST VIRGINIA (6)	
BUS: Legal/Medical Sec Technology	
BUS: Computer & Info. Technology	
BUS: Entrepreneurship	AZ
BUS: Bus Principles & Management	
BUS: Electronic Product Servicing	
BUS: ElectromechanicalTechnology	MA

TABLE I
OCCUPATIONAL AREAS BY STATE AND
CROSS INDEXED WITH OTHER STATES

STATE	CROSS-INDEXED BY STATE
WISCONSIN (5)	
AG Agribusiness	OH, MO
BUS Office Ed./Marketing	
HEALTH Health Occ Services	
H E Home Economics	NY, GA, TX, CO
T&I Trade & Industry	CO, GA
WYOMING (1)	
BUS Business Ed	SC

SECTION III
MATRICES IDENTIFYING OCCUPATIONAL AREAS BY REGIONS, STATES, AND COMMITTEE TITLES

Vocational education is a broad, diverse field. Its diversity continues as it is affected by changes in technology, state and national economic conditions, special needs of audiences, and educational/training expectations. This influence of changing conditions is reflected in the matrices.

The matrices prepared from survey data identify the specific occupational area/title for which task lists or inventory of skills are to be developed to address the labor market needs in each state. So, if a State Technical Committee develops a task list or skills inventory for X-Ray Technicians, it is likely that state has a projected labor market need for employment of X-Ray technicians.

The information received from the national survey of State Technical Committees provides evidence that states are at different stages of development and have different designs for using the committees. For example, Oklahoma is using an intact operation, the Curriculum Instructional Materials Center (CIMC), to meet the Federal legislative mandate. Washington formed a Task Force, which is developing their plans designed to satisfy the mandate of the Perkins Act. Michigan's State Technical Committee is focusing on occupational skills as a generic area. While Massachusetts is forming a State Technical Committee for electromechanical technology, West Virginia's Committee has completed its work in this area.

The data in the matrices identifies the following information: the occupational area/title; the state; stage of progress; areas of representation within the Committees (i.e., business and industry, educators); number of members; functions; and methods used to achieve objectives. The information in the matrices, coupled with the individual state summaries in Section I, presents a comprehensive overview of each state and its work.

Data in the two matrices are from September through December, 1986. Therefore it does not reflect the states' accomplishments since December. For example, the District of Columbia had two task force Committees identified at the time of the survey. Subsequently, ad hoc Committees were formed and the Structured Group Interview Method used to develop and verify task lists. This information is not reflected in the present analysis.

Matrix A - Occupational Areas By NNCCVTE Regions and States

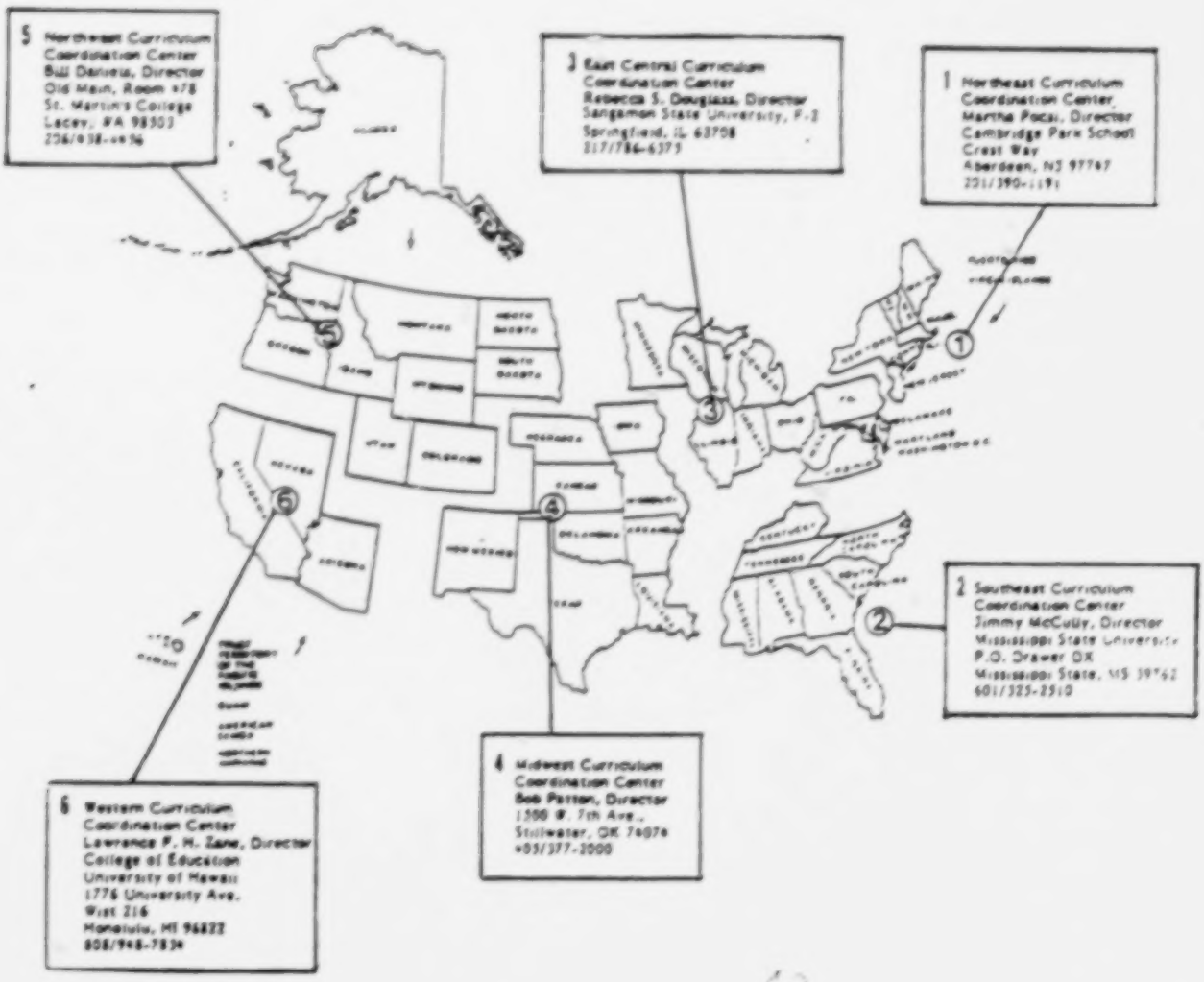
Matrix A identifies the NNCCVTE region, state and occupational area and/or title for which Technical Committees were established. The data are organized in four categories: planning stage, generalized areas, core content areas, and vocational education service areas. Discrepancies may exist regarding the placement of occupational area titles within the four categories because of the way states described their Technical Committees.

The data in Matrix A indicate that very little duplication is occurring throughout the nation regarding the occupational area/title for which task lists or skills inventories are being developed by the Committees. Auto mechanics has the most committees (7). Vermont and Puerto Rico in the Northeast Region and one

state in each of the other regions are working on task lists for auto mechanics. The distribution indicates a labor market need.

The information is organized by NNCCVTE regions in order to provide the reader, at a glance, a comprehensive picture of regional Committee activity. For example, Massachusetts identified the need for an Electromechanical Technology Committee. When Massachusetts contacted the East Central Curriculum Coordination Center to obtain information about what other states were doing, they learned that West Virginia's State Technical Committee had completed work for Electromechanical Technology and New Jersey had established a committee for Electromechanical/Hydraulic Pneumatic Installation Repair. The Massachusetts staff was in a position to profit from the experience of the other two states.

Figure 1
NNCCVTE Regions and Curriculum Coordination Centers



MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Planning Stage				KS	WA	GU
				NE		
Generalized Areas:						
Occupational Outlook					MT	
Curriculum					MT	
Secondary				LA		
Postsecondary				LA		
Voc Tech Educ			IN			
Voc Educ		MS				
Tech Educ		MS		TX		
Trade & Technical Occupations	CT					
Service Occupations	CT					
Service Oriented Voc Tech Programs		AL				
Service Producing Occupations						NV
Product Producing Occupations						NV
Committee A (Business, Home Ec, Marketing)			DC			
Committee B (Health, Trades/Indus , Industrial Arts)			DC			
Core Content Areas:						
Employability Skills			IL			
Occupational Skills			MI			
Gen. Occupation Employability Skills						CA

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Special Needs					CO	
Special Needs - Secondary		GA				
P.E.C.E. (Programs of Education in Career Exploration) – Secondary		GA				
Natural Resources					AK	
Principles of Technology & Pilot Prog. Relating Voc & Basic Skills		AL				
Vocational Education Service Areas:						
Agriculture:						
Agriculture					CO	
Ag Ed		SC		TX		
Voc Ag		TN				
Ag – Secondary					ID	
Agribusiness			OH	MO		
			WI			
Ag Business/Management						AZ
Ag Construction				MO		
Ag Livestock/Crop Production				MO		
Ag Power & Machinery						AZ
Ag Science I				MO		
Dairy Production & Farm Management	VT					
Diversified Ag	VT					

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Agriculture/Horticulture					AK	
Horticulture	NH					
Horticulture – Postsecondary		GA				
Ornamental Horticulture	PR					
Business, Distributive Education, Marketing:						
Administrative Support						AZ
Accounting					OR	AZ
Bookeeping/Accounting	VT					
State Banking			DE			
Business Education					CO	
		SC			WY	
Business Education – Secondary		GA				
Education for Business				IA		
Business/Marketing Education	NY					
Marketing Education	VT	SC		TX		
		TN				
General Marketing						AZ
Office Education/Marketing			WI			
Marketing					AK	
					CO	
Marketing Educ./Sustaining Level					ID	

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Marketing & Distributive Education – Secondary		GA				
Business Data Processing			MD			
Data Processing			PA			AZ
General Office Clerk			OH			
Clerk Stenographer			OH			
Secretary/Clerical Office Occupations	VT					
Executive Secretary			MD			
Legal/Medical Secretary Technology			WV			
Computer Programmer					ND	
Computer & Information Technology			WV			
Information Processing					OR	
Entrepreneurship			WV			AZ
Business Principles & Management			WV			
Free Enterprise – Economics				MO		
Small Business – Management				MO		
General Merchandising/Retailing			OH			
Retailing						AZ
Voc. Office Education		TN		TX		
Telemarketing				IA		
Health:						
Biomedical & Health Services			MN			

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Biotechnology				IA		
Dental Assistant				MO		
Dental Careers						AZ
Gen. Allied Health	NH					
Health Occupations	VT	TN		TX	CO	
Health Occupations – Secondary		GA				
Health Occupations Education	NY	SC				
Health Occupations Services			WI			
Home Health						AZ
Home Health Aide					ND	
Medical Lab Careers						AZ
Nursing						AZ
Nursing Assistant				MO		
Home Economics:						
Home Economics	NY		WI	TX	CO	
Home Economics – Secondary		GA				
Home Economics I				MO		
Voc. Consumer & Homemaking			IN			
Occupational Home Ec		SC				
Consumer Hmkg Adult/Teen Living					ID	
Infant Care			IL			

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Child Care Curriculum					AK	
Child Care & Guidance						AZ
Care & Guidance of Children			PA			
Commercial Garment/Apparel Construction						AZ
Custom Apparel	PR					
Custom Apparel/Garment Seamstress						AZ
Clothing Maintenance Aide						AZ
Fashion Coordinator						AZ
Fabric Coordinator						AZ
Housing & Home Furnishings				MO		
Commercial Cook					ND	
Commercial Foods						AZ
Culinary Arts	VT					
Food Production						AZ
Food Service			OH		AK	
Food Production & Food Service						AZ
Food Production & Management Services	NJ					
Food Manager						AZ
Service and Dining						AZ
Hospitality					OR	
Food Service Supervisors for Long Term Care Facilities				IA		

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Homemakers Aide						AZ
Homemaker Health Aide						AZ
Executive Housekeeper						AZ
Custodial Services						AZ
Trade/Industry/Industrial Arts:						
Trade & Industry			WI			
Trade & Industrial					CO	
Trade & Industrial – Secondary		GA				
Trade & Industrial Educ.		SC				
Trade & Industrial Educ. Frameworks		TN				
Technical					CO	
Technology Ed.	NY					
Industrial Technology					SD	
Industrial Arts				TX		
Industrial Arts – Secondary		GA				
Industrial Arts/Technical Ed.		TN				
Automated Manufacturing		KY				
Automated Manufacturing – Postsecondary		GA				
Manufacturing Industry			MN			
Apprenticeship & Related		AL				
Automotive Technology	MA					HI

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Auto Mechanics			PA			
	PR	KY			UT	AZ
	VT					
Auto Mechanics – Special Needs				MO		
Auto Body	PR					AZ
Auto Body Technician					ND	
Auto Body Repair				MO		
Automotive Body & Fender			PA			
Construction					AK	
Building Construction Occupations			PA			
Building Trades	VT					
General Building Trades – Carpentry		TN				
Carpentry			OH			AZ
Cement Masons						AZ
Air Conditioning						AZ
Refrigeration	PR					
Heating/Air Conditioning & Refrigeration		TN				
Sheet Metal						AZ
Plumbing						AZ
Cabinet Making						AZ
Drafting	VT	TN			UT	
Machine Drafting						AZ

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Machine Trades	VT					AZ
Machine Shop				MO		
Welding				MO		AZ
Welding - Special Needs				MO		
Mechanics					AK	
Aircraft Mechanics - Postsecondary		GA				
Diesel Mechanics			PA			AZ
Truck Technicians - Postsecondary		GA				
Electrical			DE			
Electrical Trade						AZ
Electrical/Electronics				TX		
Electronics	PR	KY			UT	AZ
	VT					HI
Electronic Technician					OR	
Electronic Product Servicing			WV			
Electromechanical Technology	MA		WV			
Electromechanical/Hydraulic Pneumatic Installation Repair	NJ					
Appliance Repair						AZ
Radio/TV Repair						AZ
Small Engine Repair						AZ

MATRIX A
OCCUPATIONAL AREAS BY NNCCVTE REGIONS AND STATES

TITLE OF STATE TECHNICAL COMMITTEE	NORTH EAST	SOUTH EAST	EAST CENTRAL	MID WEST	NORTH WEST	WESTERN
Industrial Machinery Maintenance & Repair	NJ					
Commercial Art						AZ
Commercial Photography						AZ
Graphic Occupations			PA			
Graphics Communications					OR	
Graphic Arts	VT					AZ
Computer Technology		KY				
Telecommunications Industry			MN			
Telecommunications – Postsecondary		GA				
Metal Technology		TN				
Materials Processing			IL			
Fabricare – Postsecondary		GA				
Printing		TN				
Building Maintenance/Construction			MD			
Cosmetology	PR					AZ
Energy			MN			
Law Enforcement			VA			

Matrix B - State Technical Committees by Committee Focus

Matrix B categorizes the State Technical Committees by focus, and a host of operational descriptors. Because Technical Committees have evolved in different ways and at different rates of development, Committees were categorized according to planning stage, generalized areas, core content areas and vocational education service areas. Also, the operational descriptors for each technical committee are categorized by stages of progress, composition and number, function and method. Each of these categories contains subcategories as shown in the matrix.

Committee Focus

Based on the data, the Committee focus is shown in the Matrix as generalized areas, core content areas, and vocational education service area. This breakdown results from the way the states identified the name of the Technical Committee.

The organization designated as a State Technical Committee is not necessarily the organization that is responsible for developing a specific inventory of skills or task list. There was sufficient evidence to indicate that in some states the Committees were constituted for general purposes and that they delegated actual formation of the inventory or list to an ad hoc or subcommittee.

The first focus area category is planning. The planning is the earliest phase of Committee focus. At the time of the survey, four states were in this phase. Kansas and Nebraska indicated they identified Technical Committees for which planning is to occur; Guam, due to a legislative technicality, was exploring possibilities of organizing Technical Committees; and Washington had set up a task force. The state of Oklahoma took a totally different approach. The Oklahoma Curriculum Instructional Materials Center (CIMC) has used Technical Committees for years and plans to do so in order to serve the legislative intent of State Technical Committees for Oklahoma. Therefore, the specifics of their Technical Committee operation are not provided in the matrix.

The Generalized Areas represent Committees such as Occupational Outlook and Product Producing Occupations. Responsibilities of the State Technical Committees in this category are diverse. For example, Louisiana's Committees develop model curriculum, whereas the District of Columbia's Committee A is responsible for forming ad hoc committees in the areas of business, home economics, and marketing.

Core content areas are represented by titles such as employability skills,occupational skills, and natural resources. The content of these areas are applicable or can be infused into other occupational areas.

The Vocational Education Service Areas category includes Agriculture; Business, Distributive Education, and Marketing; Health; Home Economics; and Trade/Industry and Industrial Arts. When possible, the service area contains further subcategories. An effort was made to group similar titles as reported in the survey instrument.

Operational Descriptors

Operational descriptors are shown on the matrix in terms of four major headings, i.e., Stage of Progress, Composition and Number, Functions, and Method. These four categories are subcategories.

Stage of Progress.

At the time of the survey, December 1986, reported for this section are 240 Committees. Of the Committees, 48 had only been identified regarding purpose and title; 30 Committees had been formed with membership established; 100 Committees were in various stages of completing their work or charter; and 62 Committees had completed their assignments.

Composition and Numbers.

The survey returns identified committee membership representatives for 202 of the 240 State Technical Committees. Of those, 68 adhered strictly to legislation, having members only from business and industry. Eleven Committees used only educators. The remaining 123 Committees had membership representing a combination of business/industry, educators, and other agencies.

The legislative mandate did not specify the membership size for Technical Committees. The survey results indicate Committee size ranged from two to 30 members.

Survey returns indicate Committee functions ranged from determining the economic outlook to developing model curriculum. The specific responsibilities on the survey instrument included occupational forecasting, task (performance) identification, task list development, task verification and an "other" category. Functions were identified for 233 of the 240 Committees. Fifty-one Committees were responsible for only task verification; and 47 for task (performance) identification, task list development, and task verification. The remaining 135 Committees had other combinations of responsibilities such as task verification and develop curriculum materials. Examples of functions identified in the "other" category included sponsor competition for student professional organizations (VICA, VECA, FHA/HERO), etc., teacher in-service, and develop curriculum materials.

Data were available for 206 Technical Committees out of 240 regarding the methods used to develop an inventory of skills or task list. Twenty-six Committees used only one method. Of those 26 Committees, four used V-TECS, 11 used Structured Group Interview, one used DACUM, six used their own state's occupational analysis, and four used other states' task lists. Of 86 Committees, 14 Committees used a combination of V-TECS and other states' task lists; 14 used V-TECS, other states' task lists and the Structured Group Interview; 17 used V- TECS, other states' task lists, DACUM and another method such as the survey; and 41 Committees used V-TECS, other states' task lists, and other methods such as survey. Arizona's 48 Committees used V-TECS, other states' task lists, Structured Group Interview and modified DACUM. The remaining 46 Committees used various combinations of the following methods: V-TECS, other states' task lists, Structured Group Interview, surveys and their own state's task lists.

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supervisors	Leadership orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task verif	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
PLANNING STAGE																						
Not Identified	KS																					
	NE																					
Exploring Possibilities	GU																					
Task Force	WA											X	X	X								
State Curriculum & Instructional Materials Ctr	OK																					
GENERALIZED AREAS																						
Occupational Outlook	MT			X		3	0	1	0	0	1		X									
Curriculum	MT			X		3	0	0	0	1	1	X	X	X		X						
Secondary	LA	X				0	0	0	0	5	2+	De	vel	op	Mo	del	Cu	rri	cul	um		
Postsecondary	LA	X				0	0	0	0	4	2+	De	vel	op	Mo	del	Cu	rri	cul	um		
Voc Tech Education	IN			X		0	1	2	1	4	2	X			X	X						
Vocational Education	MS			X		8	8	0	1	0	0				X	X	X					Needs Assessment
Technical Education	MS			X		8	8	0	1	0	0				X	X	X					Needs Assessment
	TX		X									X	X	X								

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/prof orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	V-TECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Trade & Tech Occupations	CT		X									X			X	X						
Service Occupations	CT		X									X			X	X						
Service Oriented Voc. Tech. Programs	AL		X			0	7	7	0	3	1		X	X	X							Curriculum Guides
Service Producing Occupations	NV			X		1	10	7	4	0	0	X	X					X				
Product Producing Occupations	NV			X		1	10	8	2	0	1	X	X					X				
Committee A (Bus, HE, Mkt)	DC	X				6	2	1	1	0	3	X	X	X	X	X		X				
Committee B (Hlth, T&I, IA)	DC	X				3	3	3	3	0	4	X	X	X	X	X		X				
CORE CONTENT AREAS																						
Employability Skills	IL				X	0	26	0	0	0	0			X				X				
Occupational Skills	MI			X		0	3	1	3	3	1				X	X						
Gen Occup /Employ Skills	CA				X	5	7	0	0	2	0		X		X	X		X				
Special Needs	CO	X				3	2	3	4	2	0		X		X	X						Validation Team
Special Needs - Secondary	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supervisors	Trade/prof orgs	Org labor reps	Educators	Others	Task list dev	Task identif	Task verif	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Prog. Educ. Career Exploration - Secondary	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification
Natural Resources	AK		X											X		X			X			Experience
Principles of Technology & Pilot Prog. Relating Voc. & Basic Skills	AL		X			1	2	0	3	8	1	X	X	X	X							Curriculum Guides
VOCATIONAL EDUC. SERVICE AREAS																						
AGRICULTURE:																						
Agriculture	CO	X				5	2	3	1	0	0		X		X	X						Validation Team
Ag Ed	SC			X		0	0	2	0	1	0		X	X	X	X						
	TX		X									X	X	X								
Voc. Ag	TN			X		0	4	0	0	5	11	Cu	rri	cul	um	De	vel	op	me	nt		
Ag - Secondary	ID			X		5	2	2	0	3	2	X	X	X		X						
Agribusiness	OH				X	0	0	0	0	3	6			X								Ohio Task Analysis
	MO			X		0	1	0	0	6	0	X	X	X	X	X	X					Industry
	WI	X																				

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/prof orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Ag Business/Management	AZ			X		15	5	0	0	0	0			X	X	X		X				
Ag Construction	MO			X		0	2	0	0	0	0	X	X	X	X	X	X					Industry
Ag Livestock/Crop Production	MO				X	0	0	4	0	9	0	X	X	X	X	X	X					Industry
Ag Power & Machinery	AZ			X		15	5	0	0	0	0			X	X	X		X				
Ag Science I	MO			X		0	0	3	0	8	0	X	X	X	X	X	X					Industry
Dairy Production & Farm Mgmt.	VT			X		1	3	1	0	0	1	X	X	X	X	X		X				
Diversified Ag	VT				X	0	3	0	0	3	1	X	X	X	X	X		X				
Agriculture/Horticulture	AK		X											X		X			X			Experience
Horticulture	NH	X																				
Horticulture - Postsecondary	GA		X			4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Ornamental Horticulture	PR				X	13	3	9	0	1	0	X	X	X	X	X						

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
BUSINESS, DISTRIBUTIVE EDUCATION, MARKETING																						
Administrative Support	AZ				X	18	0	0	0	0	0			X	X	X		X				
Accounting	AZ				X	16	2	0	0	0	0			X	X	X		X				
	OR				X	2	5	2	0	4	1	X	X	X	X	X						
Bookkeeping/Accounting	VT			X		1	3	0	0	0	0	X	X	X	X	X		X				
State Banking	DE			X		1	5	0	1	2	0	X	X		X	X						
Business Education	CO	X				4	2	3	1	2	2		X		X	X						Validation Team
	SC			X		1	2	2	0	0	0		X	X	X	X						
	WY			X										X	X							
Business Education - Secondary	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification
Education for Business	IA		X			12	3	8	0	0	7	X	X			X	X					
Business/Marketing Ed	NY	X				0	2	1	3	5	0				X	X	X	X	X			
Marketing Education	VT				X	0	5	0	0	0	0	X	X	X	X	X		X				
	SC			X		2	1	1	0	0	0		X	X	X	X						
	TN			X		1	2	0	0	4	12	Cu	rri	cul	um	De	vel	op	me	nt		

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD								
		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task verif	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
	TX		X									X	X	X								
General Marketing	AZ				X	5	10	3	0	3	0		X	X	X	X		X				
Office Educ /Marketing	WI	X																				
Marketing	AK				X	10	9	0	0	6	2			X		X			X			Experience
	CO	X				5	3	3	1	2	1		X		X	X						Validation Team
Mktg Education/Sustaining Level	ID			X		5	2	2	0	3	1	X	X	X		X						
Mktg & Distrib Educ - Sec	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification
Bus Data Processing	MD			X		10	2	0	0	0	0	X			X	X	X					
Data Processing	AZ				X	18	0	0	0	0	0			X	X	X		X				
	PA	X												X								
Gen Office Clerk	OH				X	0	0	0	0	3	0			X								Ohio Task Analysis
Clerk Stenographer	OH				X	0	0	0	0	3	0			X								Ohio Task Analysis
Secretary/Clerical Office Occ	VT			X		1	5	0	0	0	0	X	X	X	X	X		X				
Executive Secretary	MD			X		12	0	0	0	0	0	X			X	X	X					

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VIECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Legal/Medical Secretary Technology	WV				X	5	4	2	2	4	3	X	X	X	X	X			X			
Computer Programmer	ND				X	4	2	2	0	0	2		X		X	X						Validate
Computer & Info Technology	WV				X	7	5	1	2	6	4	X	X	X	X	X			X			
Information Processing	OR		X									X	X	X								
Entrepreneurship	AZ				X	0	25	2	0	1	0			X	X	X		X				
	WV	X										X	X	X								
Bus. Principles & Management	WV				X	4	4	1	2	6	2	X	X	X	X	X			X			
Free Enterprise - Econ	MO			X		0	0	0	0	10	0	X	X	X	X	X	X					
Small Business-Management	MO			X		0	0	0	0	10	0	X	X	X	X	X	X					
Gen. Merchandising/Retail	OH				X	0	0	0	0	3	0			X								Ohio Task Analysis
Retailing	AZ				X	6	10	2	0	3	0			X	X	X		X				
Voc. Office Educ.	TN			X		2	1	0	0	3	19	Cu	rri	cul	um	De	vel	op	me	nt		
	TX			X		2	4	0	0	1	0	X	X	X								
Telemarketing	IA	X				5	3	2	0	2	0	X										
HEALTH																						

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Biomedical & Health Services	MN				X	0	7	4	0	1	1							X				
Biotechnology	IA	X				5	2	0	0	3	2	X	X	X	X	X						IA Curric Assist Syst
Dental Assistant	MO			X		0	0	0	0	6	0	X	X	X	X	X	X					
Dental Careers	AZ				X	16	2	0	0	0	0	X	X	X	X	X		X				
General Allied Health	NH	X																				
Health Occupations	CO	X				3	3	3	1	3	2		X		X	X						Validation Team
	IN			X		0	1	0	0	2	15	Cu	rri	cul	um	De	vel	op	me	nt		
	TX			X		0	4	2	0	1	0	X	X	X								
	VI			X		0	2	2	0	0	0	X	X	X	X	X		X				
Health Occup - Secondary	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification
Health Occup Education	NY				X	1	2	1	2	5	0				X	X	X	X	X			
	SC			X		1	0	2	0	2	0		X	X	X	X						
Health Occup /Services	WI	X																				
Home Health	AZ				X	16	4	0	0	0	0	X	X	X	X	X		X				
Home Health Aide	ND				X	3	2	5	0	0	0		X		X	X						Validate

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supervisors	Trade or orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task verif	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Medical Lab Careers	AZ				X	18	2	0	0	0	0	X	X	X	X	X		X				
Nursing	AZ				X	18	2	0	0	0	0	X	X	X	X	X		X				
Nursing Assistant	MO			X		0	8	0	0	3	0	X	X	X	X	X	X					
HOME ECONOMICS																						
Home Economics - Secondary	GA	X				4	4	0	0	4	3	X	X	X	X	X						Tech Com Verification
Home Economics	WI	X												X								
	TX		X									X	X	X								
	NY	X				1	1	2	3	9	1											
	CO	X				2	2	3	1	3	3		X		X	X						Bus /Ind Val Teams
Home Economics I	MO				X	0	1	0	0	8	1	X	X	X	X	X	X					Local Adv & Industry
Voc Consumer & Hmkg	IN			X		0	0	7	0	9	4	X	X	X	X	X						
Occupational Home Ec	SC			X		1	0	0	0	1	0		X	X	X	X						
Cons Hmkg Adult/Teen Living	ID				X	6	1	2	0	3	1	X	X	X		X						
Infant Care	IL				X	0	12	0	0	0	0	X	X	X			X					
Child Care Curriculum	AK		X											X		X			X			Job Field Experience

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD								
		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Child Care & Guidance	AZ				X	0	0	1	0	2	18			X	X	X		X				
Care & Guidance of Children	PA	X												X								
Commercial Garment/Apparel Construction	AZ				X	0	0	1	0	2	18			X	X	X		X				
Custom Apparel	PR				X	13	3	9	0	1	0	X	X	X	X	X						
Custom Apparel/Garment Seamstress	AZ				X	0	0	1	0	2	18			X	X	X		X				
Clothing Maintenance Aide	AZ				X	0	0	1	0	2	18			X	X	X		X				
Fashion Coordinator	AZ				X	0	0	1	0	2	18			X	X	X		X				
Fabric Coordinator	AZ				X	0	0	1	0	2	18			X	X	X		X				
Housing & Home Furnishings	MO			X		0	1	0	0	7	1	X	X	X	X	X	X					
Commercial Cook	ND				X	0	2	2	1	0	4		X		X	X						Validate
Commercial Foods	AZ			X		5	2	1	0	0	0	X		X	X	X		X				
Culinary Arts	VT	X				0	5	0	0	0	0	X	X	X	X	X		X				
Food Production	AZ				X	0	0	1	0	2	18			X	X	X		X				
Food Service	AK				X	11	11	0	0	6	2			X		X			X			Job Field Experience

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supervisors	Trade or orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
	OH				X	0	0	0	0	3	0	X	X	X		X			X			Ohio Task Analysis
Food Production & Food Service	AZ				X	0	0	1	0	2	18			X	X	X		X				
Food Production & Mmgt Services	NJ		X									X	X	X	X	X						
Food Manager	AZ				X	0	0	1	0	2	18			X	X	X		X				
Service & Dining	AZ				X	0	0	1	0	2	18			X	X	X		X				
Hospitality	OR		X									X	X	X								
Food Service Supervisors for Long-Term Care Facilities	IA				X	1	3	3	0	5	2		X		X	X	X					State Dept Health Rules
Homemakers Aide	AZ				X	0	0	1	0	2	18			X	X	X		X				
Homemaker Health Aide	AZ		X			0	0	1	0	2	18			X	X	X		X				
Executive Housekeeper	AZ			X		0	0	1	0	2	18			X	X	X		X				
Custodial Services	AZ				X	0	0	1	0	2	18			X	X	X		X				

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
TRADE/INDUSTRY/ INDUSTRIAL ARTS																						
Trade & Industry	WI	X																				
Trade & Industrial	CO	X				4	3	3	3	2	0		X		X	X						Validation Team
Trade & Industrial - Secondary	GA	X				4	4	0	1	4	3	X	X	X	X	X						Tech Com Verification
Trade & Industrial Educ	SC			X		2	0	1	0	1	0		X	X	X	X						
Trade & Industrial Ed Frameworks	TN				X	3	2	0	0	4	134	Cu	rri	cul	um	De	vel	op	me	nt		
Technical	CO	X				3	3	3	3	2	0		X		X	X						Validation Team
Technology Education	NY	X				1	1	1	2	8	2											
Industrial Technology	SD				X	0	0	1	0	6	0	X	X	X	X	X						
Industrial Arts - Secondary	GA	X				4	4	0	1	4	3	X	X	X								
Industrial Arts	TX		X									X	X	X								
Industrial Arts/Tech Ed	TN			X		0	1	0	0	9	7	Cu	rri	cul	um	De	vel	op	me	nt		
Manufacturing Industry	MN			X		0	11	6	1	1	0							X				
Automated Manufacturing	KY			X		5	5	1	0	4	0			X	X	X		X	X			KY Employers

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/occ orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Automated Mfg - Postsecondary	GA	X				4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Apprenticeship & Related	AL		X			0	3	1	2	1	2	X	X	X	X							Curriculum Guides
Automotive Technology	HI			X		0	5	0	1	1	0	X	X	X	X	X		X	X			State Curr Guides
	MA			X		0	6	1	1	0	0			X	X	X						
Auto Mechanics	PA			X		0	4	1	0	0	0			X	X							
	AZ			X		9	4	1	3	0	0	X		X	X	X		X				
	KY			X		2	3	1	0	4	0			X	X	X		X				KY Employers
	UT	X				4	2	0	0	1	0	X	X	X	X	X		X				
	PR			X		13	3	9	0	1	0	X	X	X	X	X						
	VT			X		0	5	0	0	0	0	X	X	X	X	X		X				
Auto Mechanics - Special Needs	MO			X		0	0	0	0	4	2	X	X	X	X	X	X					
Auto Body	AZ			X		4	3	1	0	0	0	X		X	X	X		X				
	PR				X	13	3	9	0	1	0	X	X	X	X	X						
Auto Body Technician	ND				X	2	2	4	2	0	0		X		X	X						Validate

MATRIX B
STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Auto Body Repair	MO			X		0	0	0	0	4	0	X	X	X	X	X	X					
Automotive Body & Fender	PA			X		2	4	0	0	0	0			X	X							
Construction	AK				X	6	5	1	6	5	3			X		X			X			Experience
Building Const Occupations	PA	X												X								
Building Trades	VT			X		0	3	0	1	1	0	X	X	X	X	X		X				
Gen Bldg Trades - Carpentry	TN			X		5+	1	0	0	0	0			X				X				
	TN			X		5	5	0	0	0	0		X		X	X		X				
Carpentry	OH				X	0	0	0	0	4	0			X								OH Task Analysis
	AZ			X		8	2	0	10	0	0	X		X	X	X		X				
Cement Masons	AZ			X																		
Air Conditioning	AZ			X		4	1	1	0	0	0	X		X	X	X		X				
Refrigeration	PR			X		13	3	9	0	1	0	X	X	X	X	X						
Heating/Air Cond & Refrig	TN			X		11	3	0	0	0	0		X		X	X		X				
	TN			X		2	7	0	0	0	0			X				X				

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TITLE	STATE	STAGE OF PROG.				COMPOSITION & NUMBER						FUNCTION			METHOD							
		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Sheet Metal	AZ			X		4	2	0	12	0	0	X		X	X	X		X				
Plumbing	AZ			X		6	1	0	8	0	0	X		X	X	X		X				
Cabinet Making	AZ			X		6	1	0	0	0	0	X		X	X	X		X				
Drafting	UT			X		4	3	0	0	1	0	X	X	X	X	X		X				
	VT		X									X	X	X								
	TN			X		2	9	0	0	0	0		X		X	X		X				
	TN			X		0	6	0	0	0	0			X				X				
Machine Drafting	AZ			X		7	2	0	0	0	0	X		X	X	X		X				
Machine Trades	AZ			X		10	7	1	0	0	0	X		X	X	X		X				
	VT			X		2	3	0	0	0	0	X	X	X	X	X		X				
Machine Shop	MO			X		0	0	0	0	4	0	X	X	X	X	X	X					
Welding	AZ			X		4	2	1	0	0	0	X		X	X	X		X				
	MO			X		0	0	0	0	4	0	X	X	X	X	X	X					
Welding - Special Needs	MO			X		0	0	0	0	4	2	X	X	X	X	X	X					

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		Identified	Established	Working	Completed work	Workers	Supv/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Mechanics	AK		X											X		X			X			Experience
Aircraft Mechanics - Postsecondary	GA	X				4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Diesel Mechanics	AZ			X		9	4	0	1	0	0	X		X	X	X		X				
	PA			X		0	4	0	0	0	0			X	X							
Truck Technician - Postsecondary	GA	X				4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Electrical	DE			X		5	4	1	2	2	2	X	X		X		X					
Electrical Trade	AZ			X		7	2	0	12	0	0	X		X	X	X		X				
Electrical/Electronics	TX			X		0	6	0	0	1	0	X	X	X								
Electronics	AZ			X		4	7	1	0	0	0	X		X	X	X		X				
	HI			X		0	4	1	0	1	0	X	X	X	X	X		X	X			State Curr Guides
	PR				X	13	3	9	0	1	0	X	X	X	X	X						
	VT				X	0	3	0	0	2	0	X	X	X	X	X		X				
	UT			X		3	3	0	0	1	0	X	X	X	X	X		X	X			

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STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

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		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
	KY			X		6	6	0	0	5	0			X	X	X		X				KY Employers
Electronic Technician	OR			X		2	4	2	0	4	1	X	X	X	X	X		X				
Electronic Product Servicing	WV				X	4	3	1	3	5	4	X	X	X	X	X			X			
Electromechanical Technology	WV				X	4	3	1	3	4	3	X	X	X	X	X			X			
	MA	X				0	9	1	1	0	0	X			X	X						
Electromechanical/Hydraulic Pneumatic Installation Repair	NJ		X									X	X	X	X	X						
Appliance Repair	AZ			X		0	0	1	0	0	0	X		X	X	X		X				
Radio/TV Repair	AZ			X		6	2	1	0	0	0	X		X	X	X		X				
Small Engine Repair	AZ			X		6	1	0	0	0	0	X		X	X	X		X				
Industrial Machinery Maintenance & Repair	NJ		X									X	X	X	X	X						
Commercial Art	AZ			X		1	1	1	0	0	0	X		X	X	X		X				

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		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interviews	Shadowing	Other
Commercial Photography	AZ			X		1	1	1	0	0	0	X		X	X	X		X				
Graphic Occupations	PA	X												X								
Graphics Communication	OR		X									X	X	X								
Graphic Arts	AZ			X		4	1	1	0	0	0	X		X	X	X		X				
	VT			X		1	3	0	0	0	0	X	X	X	X	X		X				
Computer Technology	KY			X		3	4	1	0	2	0			X	X	X		X				KY Employers
Telecommunications Industry	MN	X																				
Telecommunications - Postsecondary	GA	X				4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Metal Technology	TN			X		2	5	0	0	0	0		X		X	X		X				
	TN			X		3	4	0	0	0	0			X				X				

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STATE TECHNICAL COMMITTEE BY COMMITTEE FOCUS

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		Identified	Established	Working	Completed work	Workers	Sup/owners	Trade/pro orgs	Org labor reps	Educators	Others	Task list dev	Task iden	Task veri	VTECS	Task lists	DACUM	Mod DACUM	Surveys	Interview	Shadowing	Other
Materials Processing	IL				X	15	0	0	0	0	0			X				X				
Fabricare - Postsecondary	GA	X				4	4	1	0	4	0	X	X	X	X	X						Tech Com Verification
Printing	TN			X		3	4	0	0	0	0		X		X	X		X				
2nd Committee	TN			X		3	4	0	0	0	0			X				X				
Building Maintenance/ Construction	MD		X									X			X	X	X					
Cosmetology	PR				X	13	3	9	0	1	0	X	X	X	X	X						
	AZ			X		5	6	1	0	0	0	X		X	X	X		X				
Energy	MN				X	0	13	5	1	0	0							X				
Law Enforcement	VA			X		0	0	0	0	0	7	X	X	X	X	X	X	X				Job Description

GLOSSARY

AFFECTIVE SKILLS -- Skills relating to attitudes or values needed to be successful in a vocational program or on the job (e.g., exhibit friendliness in sales occupations).

BASIC SKILLS -- Academic subject skills needed to succeed in a vocational program or job (e.g., math skills needed for bookkeeper or laser technician).

CURRICULUM DEVELOPMENT -- Identification of the content of a vocational program. Includes processes of occupational analysis resulting in a quality task list, developed using a task analysis of each task and business and industry input.

DACUM -- Developing A CurriculUM, a method of occupational analysis which generates a task list using special group techniques called the Structured Group Interview (SGI).

EMPLOYER -- Business or agency employing persons who are currently functioning in the job title being considered by a State Technical Committee. One to 99 employees is a small company. One hundred or more employees is a large company.

EMPLOYEE -- Person currently employed and performing in the job title being considered by a State Technical Committee. Also called an **incumbent worker**.

INVENTORY OF SKILLS -- Task list; listing of tasks required in an occupation in order to be employable in that occupation.

MODIFIED DACUM -- Process of occupational analysis which does not adhere to all steps used in the DACUM technique. Steps may be added or deleted.

OCCUPATIONAL AREA -- Job title or cluster of closely-related job areas.

PERFORMANCE TERMINOLOGY -- Statement of tasks in performance terms, beginning with an action verb and stating an action or decision (e.g., type correspondence; verify lenses).

SERVICE AREAS OF VOCATIONAL EDUCATION -- Most vocational programs are categorized in the following general areas: Agriculture, Business, Health, Home Economics, Trades and Industry.

SGI -- Structured Group Interview, a specialized group processing technique especially useful in curriculum development for developing or verifying task lists using business and industry workers.

STATE AGENCY -- A State Board designed or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State.* Also called a **State Board.**

STATE COUNCIL -- State council on vocational education established in accordance of Section 112 of the Carl D. Perkins Vocational Education Act.*

SUPERVISOR -- Person with responsibility of supervising, planning and evaluating employees who are currently performing in the job title under consideration by a State Technical Committee.

TASK -- Also performance, competency or skill

TASK IDENTIFICATION -- Identification of specific units of work, stated in performance terminology, each of which is observable or measurable, and leads to a product, service or decision. Used as an initial step in curriculum development. Also referred to as task performance identification.

TASK LIST -- List of competencies; inventory of skills needed for employment in the occupation being considered.

TASK LIST DEVELOPMENT -- Specification of tasks performed by employees currently functioning in the job title being considered by the State Technical Committee. These tasks are listed according to predetermined criteria such as simplest to complex, least responsive to most responsive, etc.

TASK VERIFICATION -- Process of involving employees to confirm tasks performed by workers in a given occupational and/or the degree of importance of tasks and/or the products/services produced.

V-TECS -- Vocational-Technical Education Consortium of States, a 24-state consortium devoted to curriculum development.

* Definitions taken from P.L. 98-524

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